

Parent Handbook

2026-2027



Part of the



Welcome to Ravenbank Primary School.

We are delighted to have you and your family as part of our school community. This handbook has been designed to give parents and carers clear, practical information about everyday life at Ravenbank. It brings together the key routines, expectations and systems that help our school run smoothly and ensure that children feel happy, safe and ready to learn.

Whether your child is just starting school, joining us part-way through their primary journey, or is already settled at Ravenbank, we hope this handbook will be a useful point of reference throughout the year. It explains what you can expect from school, how we work in partnership with families, and where to go if you need help, advice or further information.

At Ravenbank, we know that children thrive when home and school work closely together.

Thank you for supporting our values, routines and expectations. We look forward to working in partnership with you to help your child grow as a confident individual, successful learner and responsible citizen.



Kind regards,
Mrs Jill Sach
Headteacher

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THIS HANDBOOK IS FOR CURRENT PARENTS AT RAVENBANK SCHOOL. FOR PROSPECTIVE PARENTS, PLEASE SEE THE PROSPECTUS.

Communication with Parents and Carers

We value strong communication between home and school and aim to keep parents and carers well informed about school life, key events and their child's learning. Class teachers will communicate directly with parents and carers when needed. This may be by telephone, email or through an arranged meeting, depending on the nature of the information being shared.

Each parent and carer has access to a Class Dojo page for their child's year group. This is used to share information about classroom activities, learning experiences, reminders and celebrations from across the year group. We encourage parents to check Class Dojo regularly to stay up to date on what their child is doing in school.

Every Friday, we also publish a whole-school newsletter. This includes key dates, important reminders, school updates, celebrations and information about events. The newsletter is posted on the school website, and we ask all parents and carers to read it each week to stay informed about school life and upcoming activities. Working together and keeping communication open helps us support children effectively and ensures families feel connected to the life of the school.

If you have a question or concern, please contact the most appropriate member of staff using the information below. If you are unsure whom to speak to, the school office will be happy to direct your query.

School Office

For general enquiries, attendance messages, appointments, payments, forms, clubs, trips and day-to-day information, please contact the school office.

Telephone: 01925 753926

Email: ravenbank.primary@thebeamtrust.co.uk

Office opening hours: 8.30-4.00 pm

Class Teachers

Your child's class teacher should usually be the first point of contact for questions about learning, homework, friendships, behaviour, routines or general well-being. Please contact your child's class teacher by contacting the school office or speaking briefly at the door at the end of the school day. , **Special**

Educational Needs and Disabilities

For questions or concerns about SEND provision, additional needs, support plans or external agency involvement, please contact your child's class teacher in the first instance. The class teacher may then involve the SENCO where appropriate.

SENCO

Email: SENCO@ravenbankprimaryschool.co.uk

Safeguarding and Child Protection

If you have a safeguarding concern about a child, please contact the school immediately and ask to speak to a member of the safeguarding team.

Designated Safeguarding Lead: Jill Sach

Deputy Designated Safeguarding Lead: Jenny Baxter

If a child is at immediate risk of harm, you should contact the emergency services by calling 999.

Medical Needs and First Aid

For questions about medication, allergies, healthcare plans or first aid arrangements, please contact the school office. *

Wraparound Care

For questions about breakfast club, after-school wraparound, bookings, payments or collection arrangements, please contact ravenbank.wrap@thebeamtrust.co.uk

Headteacher

For whole-school matters, serious concerns or issues that have not been resolved through the usual communication routes, please arrange an appointment by calling the school office.

Chair of Governors

If you wish to contact the Chair of Governors, please do so through the school office.

Our Staff Team

At Ravenbank, our staff team is central to the care, learning and support we provide for every child. We are fortunate to have a dedicated and talented team of teachers, teaching assistants, office staff, pastoral staff, lunchtime staff, wraparound staff, site staff and school leaders who work together to help children feel happy, safe and successful.

Throughout your child's time at Ravenbank, you will get to know many different members of staff. While your child's class teacher will usually be your first point of contact for questions about learning, routines or wellbeing, all members of our team play an important role in supporting school life.

We are proud of the commitment, kindness and professionalism of our staff. Together, we work hard to create a welcoming and nurturing environment where children are known as individuals, encouraged to do their best and supported to thrive.

SLT	 Mrs Sach Headteacher	 Mrs Baxter Deputy Head	 Mrs Spencer Curriculum Lead	 Miss Green Personal Development Lead	 Mrs Stanley SENDco		
Office Team	Office Manager Mrs Welsby		Admin Officer Mrs Gallagher		Maintenance Officer Mr Dennis		
Reception	Mrs Murray Class teacher		Mrs Smith Learning Support & PPA Cover				
Year 1	Miss Bebbington Class teacher		Mrs Leach Learning Support		Mrs Williams PPA Cover		
Year 2	Mrs Cooper Class teacher (Mon to Wed)		Miss Bowis Class teacher (Wed to Fri)		Mrs Williams Learning Support	Mrs Leach Learning Support	
Year 3	 Miss Green Class teacher		 Mrs Moffat Learning Support			 Mrs ShawPPA Cover	

Year 4	 Miss Fenney 4DF Class teacher	 PPA Cover	 Mrs Neal 4AN Class teacher	 Mrs Clegg PPA Cover	 Learning Support
Year 5	 Mrs Baxter Class teacher 5SB (am)	 Mrs Stanley Class teacher 5SB (pm)	 Mrs Whitaker Calss teacher 5NW	 PPA Cover	 Mrs Clegg Learning Support
Year 6	 Mrs Spencer 6PS Class teacher	 Mr Aylin PPA Cover	 Mrs Evans 6JE Class teacher	 Mrs Maxwell 6JE cover	 Mr Aylin Learning Support
Staff who work across the school	 Mrs Shaw HLTA SEND Support	 Mrs Williams HLTA		 Mr Williams Sports Coach	 Mrs Leach Emotional Literacy Support
Lunchtime Support	 Mrs Siu	 Mrs Johnston	 Mrs Hatton	 Mrs Taylor	 Mrs Howarth
Lunchtime Support	 Mrs Pan	 Mrs Choi	 Mrs Woolfall	 Mrs Virk	 Mrs Able
Kitchen Staff	 Mrs Foster	 Mrs	 Mrs	 Mrs Cook	

The School Day

At Ravenbank, we know that calm, consistent routines help children feel settled, safe and ready to learn. Being punctual is an important part of this. When children arrive on time, they can enter school calmly, greet their friends and teachers, organise their belongings, and begin the day positively.

Morning Arrival

The school doors open at 8.40 am. Children should arrive promptly so they are ready to begin learning with the rest of their class. At the start of the day, children take part in early morning maths activities. These short activities help children settle quickly into the classroom, practise key skills and begin the day with focused learning. Arriving late can mean that children miss this valuable start to the day and may feel unsettled as they join the class after routines have already begun.

Morning Break

Children have a short morning break during the school day. Year 1 and Year 2 have their morning break at 10.30 am. Key Stage 2 children have their morning break at 11.00 am. In Reception, the morning is more fluid. Reception children broadly follow the same routines as the rest of the school, but staff use their professional judgement to decide when the children are ready for a break. This allows staff to respond to children's needs and avoid interrupting high-quality play, exploration, or focused learning.

Lunchtime

Lunch begins at 11.45 am for Reception children. This helps our youngest children have a calm and supported start to lunchtime.

After the reception children have eaten, year groups come into lunch one at a time. This staggered approach helps lunchtime run smoothly and ensures that children are well supported as they eat, play and prepare for the afternoon.

Afternoon Routine

After lunchtime, we support children to transition calmly back into learning. In Year 1 and Year 2, children begin the afternoon with a reading lesson. This provides a purposeful and settled start after lunch and supports our strong focus on early reading. In Key Stage 2, children begin the afternoon with quiet reading, followed by handwriting. This calm routine helps children settle after an energetic lunchtime, refocus their attention and prepare for the afternoon's lessons. Afternoon lessons then begin, continuing the children's learning across the wider curriculum.



End of the School Day

The school day ends at 3.10 pm for EYFS and KS1, and at 3.15 pm for KS2.

Children are dismissed safely by school staff. Parents and carers should ensure that children are collected promptly unless they are attending an after-school activity or wraparound care.

Children in Year 4 and above may walk home independently or meet their parents or carers at the gate, but only with written permission from a parent or carer. This arrangement applies only if the child is not staying for an after-school club, activity or wraparound provision.

Why Punctuality Matters

Arriving on time helps children to:

- start the day calmly and confidently;
- take part in early morning learning;
- understand and follow classroom routines;
- feel included from the beginning of the day;
- develop good habits and responsibility.

We appreciate families' support in ensuring children arrive at school on time and are collected promptly at the end of the day. Good routines make a positive difference to children's learning, wellbeing and sense of belonging at school.



Every day Counts!

Regular attendance at school is essential for children's learning, well-being, and sense of belonging. When children attend school consistently, they are more likely to keep up with their learning, build strong friendships, develop confidence, and feel part of the school's routines and life.

Every day matters. Even occasional days of absence can add up over time and may mean that children miss important teaching, explanations, discussions, practice and opportunities to revisit previous learning. This can make it harder for children to feel confident when they return to school.

What Is Good Attendance?

Good attendance is generally considered to be 96% or above. While this may sound high, it is important to remember that attendance below this level can quickly add up to a significant amount of missed learning.

For example:

- 95% attendance means around 10 school days missed in a year.
- 90% attendance means around 19 school days missed in a year.

Over time, this can have a real impact on children's progress, confidence and friendships.

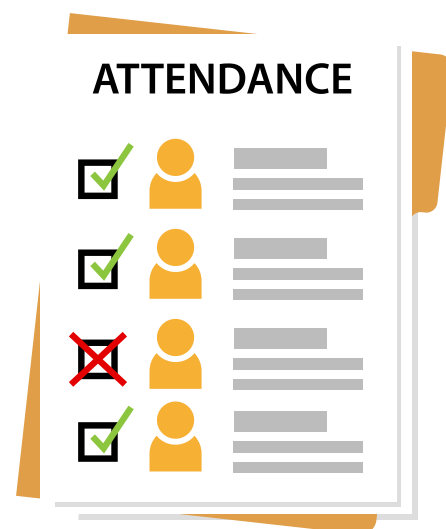
We know that children will sometimes be genuinely unwell and need to stay at home. However, we ask families to support good attendance by ensuring children attend school every day they are well enough to do so.

Why Attendance Matters

Good attendance helps children to:

- develop strong learning habits;
- build confidence and independence;
- maintain friendships and social confidence;
- feel settled and secure in school routines;
- make strong progress across the curriculum;
- take part in special events, trips, performances and enrichment activities;
- feel fully part of the Ravenbank community.

When children miss school regularly, they can find it harder to keep up with learning and may feel unsettled when they return. We work closely with families to support good attendance and to help overcome any barriers where these arise.



Reporting Absence

If your child is absent from school, please inform the school office as early as possible on the first day of absence. Please give a clear reason for the absence so that we can record it accurately.

If we do not receive a reason for absence, the school will contact parents or carers to check that the child is safe.

Holidays During Term Time

Schools are not able to authorise holidays during term time unless there are exceptional circumstances. Family holidays, trips, days out or visits during term time will not usually be authorised.

If a child is absent from school for an unauthorised holiday or unauthorised leave, the school may be required to refer the matter to the Local Authority. This may result in a fixed penalty notice being issued.

We ask all families to arrange holidays and trips during school holiday periods so that children do not miss valuable learning time.

If Your Child Is Under the Weather

We understand that, as parents and carers, it can sometimes be difficult to decide whether your child is well enough to come to school. If your child has a mild illness or seems a little off-colour, but does not have symptoms that require them to stay at home, we encourage you to send them to school. Children often settle well once they are in class. To help us support your child, you can send an email or a School Spider message to let us know that they are feeling under the weather. Please include any helpful information, such as:

- what symptoms they have mentioned;
- whether they have had any medicine before school;
- whether you would like the teacher to monitor them;
- what you would like us to do if they say they feel worse;



Uniform and Belongings

At Ravenbank, we ask children to wear school uniform because it helps create a sense of pride, belonging and community. Uniform also supports a positive atmosphere for learning and helps children feel part of the Ravenbank school family. We want our uniform expectations to be practical, affordable and manageable for families. Parents and carers do not need to buy branded uniform items. Children are welcome to wear plain items in the correct school colours.

Everyday School Uniform

Children should wear:

- grey trousers, skirt or shorts;
- a white or red polo shirt;
- a red sweatshirt, fleece or cardigan;
- black school shoes;
- white or grey socks;
- red or grey tights.



In warmer weather, children may choose to wear a red and white checked summer dress.

Items with the school logo are available to purchase, but these are optional. Plain red jumpers, cardigans, fleeces and polo shirts are completely acceptable as long as they are in the school colours.

PE Kit

On PE days, children can come to school wearing their PE kit.

Children should wear:

- red shorts;
- a red PE t-shirt;
- black jogging bottoms for outdoor PE;
- a red hoodie for outdoor PE;
- black pumps or trainers for indoor PE.

Trainers should only be worn as part of the PE kit and are not accepted as everyday school uniform.

Outdoor Clothing

Children play outside in a range of weather conditions, so please make sure they have suitable clothing for the season. Children will need:

- a warm, waterproof coat in colder or wet weather;
- a sun hat in warmer weather;
- a pair of wellies for outdoor use;
- waterproof trousers or jogging bottoms, if possible, to help protect uniform when the ground is muddy.

Hair, Cosmetics & Jewellery

Long hair must be tied back at all times for safety. Hair accessories should be practical and in keeping with the school uniform. Make-up, nail varnish, gel nails and acrylic nails are not allowed in school. Jewellery should not be worn for health & safety reasons. The exceptions are small stud earrings and items worn for religious reasons.

SEND, Medical Needs and Reasonable Adjustments

We are committed to ensuring that our uniform expectations do not create unnecessary barriers for pupils with SEND or medical needs. Where a child needs a reasonable adjustment to their uniform because of a medical condition, disability, sensory need or other significant reason, parents and carers should speak to the Headteacher. Requests will be considered sensitively and fairly.

Working Together

We ask parents and carers to help children come to school in the correct uniform, with named belongings and suitable clothing for the weather. If any aspect of the uniform causes difficulty, please speak to us so that we can help.

Naming Belongings

Please name everything.

This includes uniforms, coats, PE kits, shoes, wellies, bags, water bottles, and lunchboxes. Named items are much more likely to be returned quickly when misplaced. If your child loses an item of clothing, please check the lost property area, which is located at the side of school outside the Year 4 classrooms.

Uniform Expectations Continued

Smart Devices and Mobile Phones

Smartwatches and other wearable smart devices are not permitted in school. This includes devices with internet access, messaging, cameras, microphones, games or location tracking.

Children may wear a simple analogue or digital watch. Simple fitness trackers with no functionality other than time and steps are permitted.

Mobile phones are not permitted during the school day. If a child needs to bring a mobile phone to school, for example, because they walk to or from school, it must be handed to the class teacher on arrival and collected at the end of the day. Phones must remain switched off while on school premises.

The school does not accept responsibility for the loss or damage of mobile phones or smart devices brought into school.

Smartphone-Free Childhood

At Ravenbank, we are committed to helping children enjoy a happy, healthy and balanced childhood. This includes supporting families in making informed decisions about smartphones, screen time, online safety, and children's well-being.

We know that smartphones can bring benefits, but they also give children access to a digital world that was not designed with primary-aged children in mind. Smartphones can affect children's sleep, concentration, friendships, mental health, family life and exposure to inappropriate content. They can also make it much harder for children to switch off from online pressures, messages and social media.

As a school community, we encourage families to consider delaying children's access to smartphones. The Smartphone-Free Childhood movement encourages parents to work together so that no family feels alone in saying "not yet". The aim is not to judge individual choices, but to support a shared community approach that protects childhood and gives children more time to play, read, talk, move, explore, learn and develop away from the pressures of constant connectivity.

The campaign encourages families to delay giving children smartphones until at least age 14 and to delay access to social media until at least age 16. Ravenbank is proud to be part of this wider conversation and to support parents who want to make this commitment together.

If your child needs a way to contact you before or after school, there are alternatives to smartphones, such as basic phones with limited features. If an older child does need to bring a phone to school for travel reasons, it must be handed to the class teacher on arrival and collected at the end of the day. Phones must remain switched off while on the school site and must not be used during the school day.

We also ask families to support children by:

- keeping phones and devices out of bedrooms overnight;
- talking regularly about online safety and kind communication;
- setting clear boundaries around screen time;
- checking age ratings and privacy settings;
- encouraging outdoor play, reading, hobbies and face-to-face friendships;
- letting school know if online issues are affecting your child's wellbeing or relationships.

By working together as parents, carers and school staff, we can help children build healthy habits, develop strong real-life relationships and enjoy the freedom of childhood for as long as possible.



Medical and First Aid

At Ravenbank, the health, safety and well-being of our children is very important to us. We have clear first aid and medical procedures in place so that children are appropriately cared for if they are injured, become unwell, or need support with a medical condition during the school day. Our arrangements are based on our First Aid Policy, Supporting Pupils and Staff with Medical Conditions Policy and Intimate Care Policy.

First Aid in School

We have trained first aiders in school, and first-aid supplies are available in key areas of the school. If your child has a minor injury during the day, they will be treated by a member of staff and comforted before returning to class, where appropriate. If your child has a head injury, becomes significantly unwell, or if we feel further medical advice is needed, we will contact you. In an emergency, we will call 999 and then contact parents or carers as quickly as possible. If a child needs to go to the hospital and a parent has not yet arrived, a member of staff will accompany them and stay with them until a parent, carer, or nominated adult arrives. All accidents, injuries, and first-aid treatment are recorded in line with school procedures.

Medicines in School

Where possible, medicines should be given at home and prescribed so that they can be taken outside the school day. If medication is required during school hours, parents and carers must complete the appropriate consent form before we can administer it. Medicines must be brought to the school office by an adult and must be clearly labelled with the child's name, the name of the medicine, the dosage required, the time it should be given, the date it was prescribed or issued. **Children should not bring medicines into school themselves or keep them in their bags**, unless this has been agreed as part of an individual medical plan, such as for an inhaler.

School staff will only administer medication where this has been agreed by the Headteacher or Deputy Headteacher and where written parental consent has been provided. A written record will be kept of any medicine given in school.

Non-Prescribed Medication

We do not routinely give non-prescribed medication in school. In exceptional circumstances, such as hay fever or migraines, parents may request that the school administer medication. This must be agreed in advance and a written consent form must be completed. Children under 16 will not be given medication without written parental consent.

Medical Conditions and Individual Healthcare Plans

If your child has a medical condition, allergy, ongoing health need or requires regular medication, please let us know as soon as possible. We will work with you and, where appropriate, health professionals, to agree on how your child will be supported in school. Some children may need an Individual Healthcare Plan. This helps us record important information, including symptoms, daily care requirements, medications, emergency procedures, and named members of staff who will support the child. These plans are reviewed regularly and shared with relevant staff so that children can safely participate in school life, including PE, trips, and wider activities.

Allergies and Emergency Medication

It is essential that parents inform the school of any allergies, including food, medicine, insect sting or contact allergies. Parents must provide any required medication, such as inhalers, antihistamines, or adrenaline auto-injectors, and ensure it remains in date.

Where a child has an allergy or risk of anaphylaxis, we will work with parents to ensure staff are aware of the child's needs and that appropriate emergency procedures are in place.

School Trips and Visits

Children with medical needs are included in school trips, visits and residentials wherever it is safe to do so. Risk assessments are completed, and medical arrangements are considered in advance. A copy of an Individual Healthcare Plan may be taken on visits where needed, and medication will be managed by staff in line with school procedures.

Intimate Care and Toileting Support

We understand that some children may need help with toileting, changing or personal care. This will always be managed with sensitivity, dignity and respect. Staff will respond calmly and kindly, and no child will be made to feel embarrassed. Where regular intimate care is needed, we will work with parents and carers to agree an individual plan. Parents may be asked to provide spare clothing, wipes, nappies, pads or other personal care items. Records will be kept where intimate care has been provided, and safeguarding procedures will always be followed.

Keeping Information Up to Date

Please make sure the school office always has up-to-date contact numbers and medical information for your child. It is important that we know about any changes to your child's health, medication, allergies or emergency contact arrangements. Working together helps us to make sure every child is safe, cared for and able to take part fully in school life.

Behaviour Expectations and Relationships

At Ravenbank, we want every child to feel happy, safe, secure and ready to learn. We are a caring school community built on mutual trust, respect and kindness, where every member of the school feels valued and treated fairly. Our approach to behaviour is rooted in positive relationships, high expectations and our school values of **Friendship, Respect, Perseverance and Trust**.

We believe that behaviour is something children learn, practise and develop over time. Just as we teach children to read, write and solve problems, we also teach them how to manage their emotions, build positive relationships, make good choices and contribute to a calm and purposeful school environment. Staff take time to get to know children well so that they feel understood, respected and supported.

Our Golden Rules

Children are taught our Golden Rules through assemblies, PSHE lessons, circle time, classroom routines and everyday interactions. These rules help children understand what positive behaviour looks like across the whole school.

Our Golden Rules are:

- ★ Be kind and gentle
- ★ Listen to one another
- ★ Be polite, honest and respectful
- ★ Work hard and try your best
- ★ Look after property

These expectations apply in classrooms, corridors, the dining hall, the playground, assemblies, clubs, trips and all parts of school life. We teach children how to move calmly around school, how to listen and respond respectfully, how to work with a partner, how to manage transitions and how to be ready to learn.

Positive Relationships

Relationships are at the heart of our behaviour approach. We want children to develop empathy, courtesy and respect for others. Adults model calm, respectful behaviour and use positive language to reinforce the choices we want to see. Children are regularly praised and positively noticed when they demonstrate our school values. We encourage children to understand that their behaviour affects others. When something goes wrong, staff support children to reflect on what happened, how others may have felt, and what they can do to make things better. This restorative approach helps children take responsibility, repair relationships and learn from mistakes.

Rewards and Positive Recognition

We believe in noticing and celebrating positive behaviour. Children may be rewarded through:

- house point tokens for following the Golden Rules
- names added to the class positive noticing board
- stickers linked to our school values
- praise postcards home
- Headteacher Awards
- celebration assemblies
- class and house team rewards

Each class works together towards a collective house point target. When a class earns 500 house points, they receive a “golden ticket” reward, which gives them time to enjoy a planned activity together. This helps build teamwork, belonging and a shared sense of success.



Our Four House point Teams



When Behaviour Does Not Meet Expectations

Children are still learning and will sometimes make mistakes. When this happens, staff respond calmly, fairly and consistently. Children are given reminders, redirection and support to make a better choice. If behaviour continues, children may need time to reflect, complete a reflection sheet or spend a short period away from an activity so they can think about what happened and how to put things right.

For more serious incidents, such as hurting others physically or emotionally, staff will investigate what has happened and speak with the children involved. Parents will be informed where appropriate, and incidents will be recorded so that patterns can be identified and support can be put in place.

Every child has the right to start each day afresh and be warmly welcomed back into school.

Supporting Children to Regulate Their Emotions

We understand that some children need additional help to manage their emotions and behaviour. We teach children that all emotions are valid, but that they need safe and appropriate ways to express them. Staff may support children through calming strategies, trusted adults, visual prompts, reflection conversations, personalised toolkits or quiet spaces.



At Ravenbank, we use supportive spaces such as The Hub and The Nest. The Hub provides a quieter lunchtime space where children can reflect, receive support with friendships or complete restorative conversations. The Nest is a calm space used to help children regulate when they are upset, worried or overwhelmed. These spaces are not used as punishments; they are part of our supportive approach to helping children feel safe, calm and ready to return to learning.

Where a child has additional needs, reasonable adjustments will be made. If behaviour concerns become more frequent, staff may work with parents and carers to create an Individual Behaviour Plan, identifying triggers, helpful strategies, rewards and next steps.

Working in Partnership with Parents

We know that children do best when home and school work together. We will always aim to build a supportive dialogue with families and will contact parents if we have concerns about a child's behaviour or wellbeing. Where behaviour patterns emerge, we will share specific examples, discuss the strategies already used and agree next steps together.

We ask parents and carers to support the school's behaviour expectations and to work with us in a positive and respectful way. When families and school give children consistent messages, this has the greatest impact and helps children feel secure, supported and successful. Our shared aim is always to help children learn from their choices, build positive relationships and become kind, responsible and confident members of the Ravenbank community.

Anti-Bullying Policy & Procedure

Bullying is when someone is deliberately unkind or hurtful towards another person, usually more than once and on purpose. At Ravenbank, we use the word **STOP** to help children understand this: bullying is Several Times On Purpose, and children should Start Telling Other People. Bullying can be physical, verbal, emotional, online, or linked to race, faith, disability, gender, sexuality or special educational needs. Bullying of any kind is not tolerated at Ravenbank. If bullying is reported, staff will listen carefully, take it seriously, investigate what has happened, speak to the children involved and inform parents of the outcome. Support will be given to the child who has been bullied, and children who have shown bullying behaviour will be helped to understand the impact of their actions and change their behaviour. Incidents are recorded and monitored, and where bullying continues or is more serious, senior leaders, parents and external agencies may become involved.



An Inclusive School

At Ravenbank, we believe that inclusion is fundamental because it improves outcomes for all pupils, ensures equity rather than simply equality, supports wellbeing, helps pupils develop a strong sense of belonging in the classroom, and builds independence and confidence. By teaching with empathy, understanding and consistency, we create strong relationships where pupils feel seen, heard and safe.

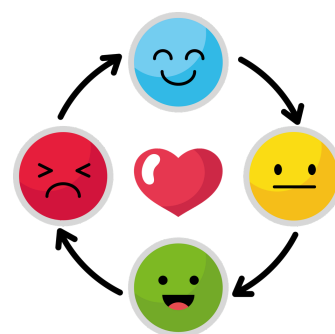
We also believe that effective inclusive teaching begins with consistently high-quality provision, ambitious expectations for every child and thoughtful adaptations embedded within everyday classroom practice. This ensures that all pupils can participate fully, access the curriculum and make strong progress.

Inclusion is everyone's responsibility. From your child's teacher to support staff, the SENDCo and school leaders, we work together to ensure every child receives the support they need. We recognise that any child may experience barriers to learning at different points in their school journey, and we are committed to working in partnership with families to identify these needs and determine the most appropriate support pathway.

At Ravenbank, a need may be identified by a class teacher, a parent or carer, an external agency, assessment information, or through observation. Needs could include, but are not limited to, neurodiversity, cognition and learning, communication and interaction, social, emotional and mental health, attendance, English as an Additional Language, behaviour, physical needs, or sensory needs. Following this identification, a triage process takes place using the school's Early Identification of Need flowchart to determine the most appropriate pathway, level of support and any necessary interventions. This ensures that needs are identified early and that support is timely, targeted and responsive to the individual child.

Once a need has been identified, a flowchart sets out the steps and stages that form the graduated response, ensuring that support is reviewed regularly and adapted as children grow, develop and make progress.

For children who need additional support with their emotional well-being or mental health, we also have an ELSA, an Emotional Literacy Support Assistant. Our ELSA works with children through a planned six-week programme of one-to-one sessions, helping them to understand and manage their emotions, develop confidence, build resilience and learn strategies to support their wellbeing in school. This support is carefully matched to each child's needs and reviewed to ensure it is having a positive impact.



My Happy Mind

myHappyMind supports inclusion by giving every child a shared understanding and language for talking about emotions, relationships, strengths and wellbeing. Through regular whole-class lessons and strategies such as Happy Breathing, children learn how their brains work, how to recognise and regulate their emotions, how to build positive relationships and how to remain resilient when they encounter challenges. By embedding these approaches throughout the school day, we help all children feel understood, valued and able to participate fully in school life. The programme celebrates each child's unique character strengths, builds confidence and self-esteem, and provides practical strategies that children can use whenever they feel worried, overwhelmed or need support to refocus.



Homework

At Ravenbank, homework is intended to be a positive and manageable part of children's learning. It helps children practise and consolidate skills taught in school, develop independence and share their learning with their families. We also recognise that play, rest, family time and activities outside school are important, so homework should not become a source of unnecessary pressure. Homework is not compulsory, but teachers will encourage children to complete it as it helps with their overall progress when key skills are practised.

Reading at home

Regular reading is the most important way families can support learning at home. Depending on their age and confidence, children may read to an adult, read with an adult or read independently and then discuss what they have read.

Parents and carers should record reading in the child's reading record, or ensure that an older child has completed their own entry, and sign the record at least weekly. Children can also read books from home, library books, magazines, comics and suitable digital texts alongside their school reading book.



Spellings

Children will be given spellings to practise at home that are linked to the spelling patterns, rules and vocabulary being taught in class. We do not carry out weekly spelling tests. Instead, children complete a spelling assessment at the end of each half term so that teachers can see which words and patterns have been retained over time. The results help teachers identify any gaps, revisit areas that need further practice and plan future spelling lessons. Regular, short practice at home is therefore more valuable than learning a list only for a weekly test.

Maths and Times Tables

Maths homework provides children with opportunities to practise and consolidate the skills taught in class and is set weekly on the online programme called My Maths. A particularly important part of this is regular times-table practice. Secure and rapid recall of multiplication and division facts helps children work more confidently and efficiently across many areas of maths, including fractions, written calculations, problem-solving and measurement. Children should practise their times tables little and often, using the activities and resources recommended by their teacher. By the end of Year 4, children are expected to know all multiplication tables up to 12×12 and the related division facts.



How parents and carers can help

Parents and carers are encouraged to:

- establish a calm and manageable homework routine;
- listen to their child read and talk about the text;
- help their child practise spellings and number facts regularly;
- encourage effort and praise perseverance rather than expecting perfection;
- allow children to complete as much of the work as independently as possible;
- contact the class teacher when instructions are unclear or homework is causing difficulty.

Teachers will explain homework clearly and ensure that activities are appropriate for the child. Children should listen carefully when homework is introduced, check Class Dojo when it is set, have a go at each activity and speak to their teacher if they are finding something difficult.

When homework becomes difficult

Homework should not cause prolonged worry, frustration or conflict at home. When a child has made a reasonable attempt but is finding the work too difficult, parents should stop the activity and let the class teacher know. Teachers can then provide clarification, support or an appropriate alternative.

We understand that family circumstances vary. Parents experiencing difficulties accessing Class Dojo, MyMaths, suitable reading material or other resources should contact the school so that support can be arranged.

FURTHER INFORMATION



SCHOOL MEALS

Children have a choice of a school meal, school packed lunch or bring a packed lunch from home. School meals are prepared on the premises and are of a very good standard. Your child can choose from three different main dishes each day. The catering team also provide some special themed meals which parents will be informed about.

Currently, the government funds school meals for children in Reception, Year 1 and Year 2. If your child is in Key Stage 2, you pay for their meals or snacks online via ParentPay . More information is available about this on our website.

If you do send your child with a packed lunch, absolutely no nuts or nut products are allowed in school as there are children with serious allergies. If your child has a allergy or has specific dietary requirements, our school cook will be able to provide an alternative meal.

Some children will be eligible for free school meals, if parents are on certain benefits. If you would like more information, please contact our office staff.

WRAPAROUND CARE

Our wraparound care offers flexible before and after-school provision to support families from September 2026. The breakfast club will open from 7.30 am at a cost of £7 per session, or families may choose an 8.00 am drop-off at a cost of £6 per session. Both morning options will include breakfast. After-school provision will run from 3.15 pm until 6.00 pm at a cost of £14 per session, and we provide children with a hot meal as part of this session. Childcare vouchers can be used towards the cost of wraparound care. Extra-curricular clubs will continue to be booked separately from wraparound care. Further details, including the booking system, will be shared with families in the coming weeks.

There is also a range of after-school clubs, such as craft, LEGO, play and sports clubs, which are run by school staff. alongside some private providers who run cooking, music, karate and chess. Information is sent out termly with booking information.

Mr Williams also runs a half-termly sports camp, which is very popular with the children. These are advertised in our weekly newsletter.

PARENTAL INVOLVEMENT

There are lots of opportunities for parents to find out how their child is doing. There are two Learning Reviews where parents can have a ten minute appointment with their child's teacher. Online and face-to-face appointments are available. Teachers also send home a written report in July.

There will also be other opportunities for you to visit school and understand more about your child's experiences. We hold an annual open session where you can visit your child's classroom and see their work, curriculum showcases and Sports Days.

We try hard to consider the needs of working parents by holding events at a range of times and we also endeavor to give plenty of notice for events.



PARENT TEACHER ASSOCIATION (PTA)

We are very fortunate to have an active PTA which organises a variety of social activities for adults and children. All parents are invited to the PTA planning events. It is a wonderful way to get to know other parents and support the school.

Through this hard work, the PTA funds many additional resources which make a wonderful contribution to your child's education. We also use this money to subsidise occasional concerts, visits and festivals.

We also support many charities throughout the year with sponsored events or other fundraising activities. We encourage the children to get involved with this and nominate charities the school can support.